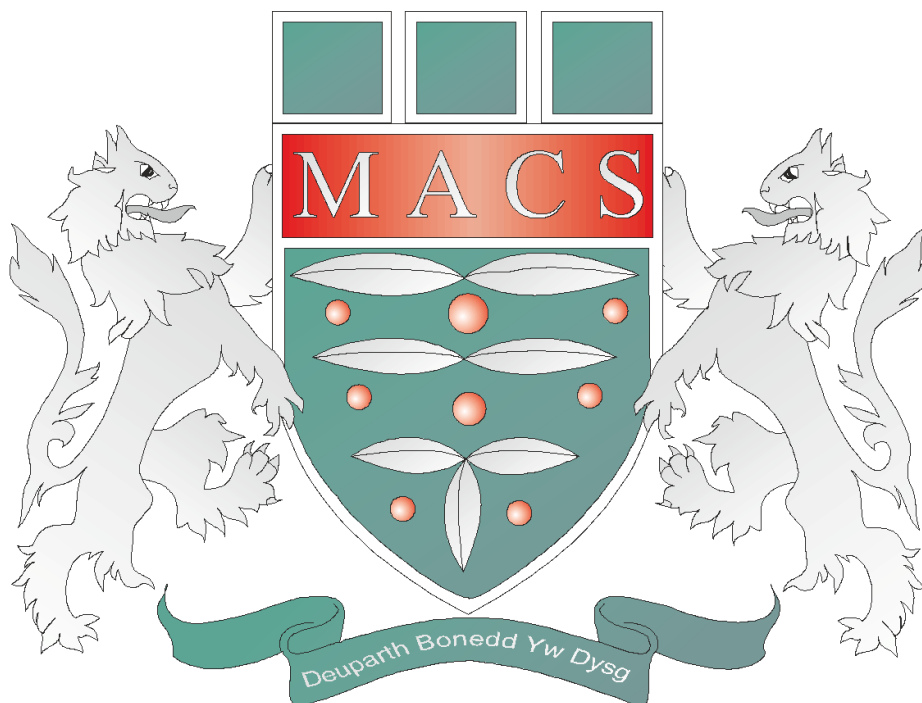


MOUNTAIN ASH COMPREHENSIVE SCHOOL



Whole School Feedback Policy

Signed _____ *G Thomas* _____ (Chair of Governors)

Date _____ 09.07.25 _____

Reviewed: July 2025
Next review date: July 2028

Section 1: AIMS

Section 2: RATIONALE

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Section 1: AIMS

The aim of this policy is to realise our school vision and ensure that learners receive quality feedback and support in order to allow them to make appropriate progress in their learning. The School vision outlines that we aim to develop motivated, aspirational, conscientious students and effective assessment, progression and marking should support this. It is to recognise that marking is an essential part of the ethos of Teaching & Learning at Mountain Ash Comprehensive School and within planning and assessment.

We fully embed the Curriculum for Wales into all of our practices and this is outlined in this policy. The aim is to ensure that there is effective assessment in place which drives and supports learner progression across the whole curriculum through a range of appropriate strategies. Development of the 4 purposes is central to all curriculum planning in line with the expectations of the CfW. By using a consistent approach which is understood by staff, learners and parents/carers and by making use of effective marking, feedback and “DIRT” time will allow all of our learners to succeed and reach their potential.

The aims of this policy are :

- To give teachers clear guidance on assessment for learning which is integral to teaching and aids learner progression
- To use marking as a teaching tool to inform the learner of their performance and the next steps in their learning. It is not general, it is specific, it focuses on improvement as well as correction and it supports learners in making progress to the next steps
- To develop learners’ ability to proof-read, edit and improve a piece of work before the teacher sees it
- To allow learners to use methods to indicate their own understanding of their learning and the progress they are making and need to make
- To allow learners to explain how they think work can be improved
- To use marking as an assessment tool to inform the teacher of the learners level of progress and to inform the next stage of their planning and future lessons
- To create a common, agreed, continuous, developmental methodology throughout the school which is understood and utilised by both colleagues and learners

Section 2: RATIONALE

Mountain Ash Comprehensive School recognises that assessing and responding to a learner’s work is an essential element in the assessment of their performance, progress, levels of attainment, and is crucial in the raising of standards. It also informs planning, teaching and learning and supports the understanding of learner progression making it central to the learning process.

What does the Curriculum for Wales say about assessment?

In practice, assessment should be:

- Intrinsic to teaching and learning
- Support every learner to make progress
- Build effective partnerships between the teacher and learner
- Inform next steps in learning
- Allow identification and reflection of a learner's progress over time
- Allow the teacher to understand group progress, to reflect and in turn adapt, everyday practice to meet learner needs

This policy fully adopts this ethos and this is embedded into our everyday practice for assessment and feedback within the classroom.

Effective feedback also aids the development of cross-curricular skills and integral skills in alignment with Curriculum for Wales. The main purpose of feedback is formative, thus helping learners to identify strengths in their work and to identify next steps for improvement. In this way, providing feedback should be seen as an effective practical means of establishing suitably high expectations of each learner.

Section 3: EXPECTATIONS

When feedback is provided, **teachers** should ensure that it:

- is focused on improving outcomes and is supportive
- sets clear and specific goals
- focuses on the learning and not the learner

For further guidance, please see: <https://macstandl.com/6-feedback/>

Where handwritten marking is undertaken, the teacher will mark in a colour other than blue or black ink.

A) Feedback in Action – Day-to-day Feedback

Mountain Ash Comprehensive School promotes live feedback or 'feedback in action' as it means that learners receive immediate advice on how to improve their work and the presentation of their work.

- Teachers should ensure that they provide live feedback in lessons (this can be verbal or through writing in books whilst circulating).
- Teachers should plan for and use a range of "assessment for learning" strategies in order to inform, drive and support learner progression.
- Teachers should ensure that they provide opportunities for peer assessment and self-assessment in lessons, with the use of clear success criteria.

B) Feedback on Action

Assessments, or pieces of work that will contribute towards tracking periods, should be marked using clear success criteria in the format of **either**

- a Whole Class Feedback sheet (including “What Went Well/Even Better If” comments) **or**
- individual ‘What Went Well, Even Better If’ comments

If an assessment has not been completed in a half term period, teachers must ensure that at least one piece of work has been marked in this way (to inform assessment tracking) so that learners receive regular detailed feedback and are able to identify their next steps in progression.

C) Self/Peer assessment:

Self assessment and Peer assessment should be in the format of “What Went Well” and “Even Better If”. Learners should be provided with clear success criteria to assess against in order to ensure meaningful and quality feedback is provided. Allowing learners to reflect upon the feedback comments and undertake DIRT time.

D) Literacy Marking Symbols

Marking for literacy follows the following format:

S – Spelling error - Correctly spell this word three times in the margin or in an appropriate space. Either the Teacher shows the correct spelling or the learner is encouraged to find it from a dictionary source.

P - Punctuation error – Correct errors identified.

C - Capitals - Capital letters where appropriate.

EXP – Expression - Clear sentences with the sentence rewritten in the DIRT time.

E) Bilingual Comments

Bilingual comments should be used where appropriate within written feedback to learners. Examples of this can be seen below.

Bendigedig! – Wonderful!
Ardderchog! – Excellent!
Da iawn – Very good
Da - Good
Boddhaol - Satisfactory

Section 4 - FORMAT AND GUIDANCE

When WWW/EBI is used for teacher, self or peer assessment/feedback:

What Went Well : The WWW is always given first before the EBI and this emphasises the positive aspects of the work learners have completed so far. The WWW must follow the expected success criteria for the assessed task/outcome. The success criteria is clearly outlined and shared with the learners before they commence the task so they are aware of expectations. Success criteria can be given to the class by the teacher or devised by the learner/s themselves along with the teacher. The success criteria should be visible and clear to learners when attempting the assessed task. The success criteria can then be revisited and referred to when giving feedback. WWW/EBI feedback can be given by the Teacher, another Peer or even the Learner themselves and this will be planned as part of the Scheme of Learning (SOL).

Even Better If : WWW comments must be followed by constructive advice given in the EBI again using the success criteria. The EBI will outline ways to improve the work and again will be based on the agreed success criteria. Focused and specific points of improvement will support learners' progress in being able to identify what they need to do in order to move to the next steps in their learning. The EBI can be identified and given by the Teacher, a Peer or the Learner themselves.

Next step activities and DIRT time : Learners have the opportunity to flip the focus of their learning from the past to the future. Using improvement time (DIRT) gives learners the opportunity to reflect and focus on their development and how they can improve a particular task or future tasks. This creates positive emotions as they are concentrating on moving themselves forward, making progress and improving on what they have done. It is crucial that appropriate reflection and DIRT time is given by the class teacher for learners to reflect on their WWW/EBI feedback. They need time to identify the things they would like to do to improve their work and then have the time to act on this and be able to make the improvements to their work in order to progress. Feedback and next step activities along with appropriate DIRT time allocation should be built into SOL.

Assessment for Learning:

Assessment in learning should form part of everyday practice throughout lessons. It involves the teacher:

- Being clear about the intended learning, and planning engaging learning experiences; these are evidenced in SOL, show clear planned and shared aims, and lesson activities.
- Supporting the promotion of learners' well-being through assessment practice evidenced in planning for Assessment for learning which is integral to teaching and learning, effective questioning and WWW/EBI/DIRT time.

- Sharing intended learning appropriately with learners evidenced in planning for aims, sharing aims with the learners at the start of the lesson, explaining how they can be achieved, reflecting on the aims being met.
- Ensuring that the learners are fully involved in the process of assessment in whatever form it takes, orally through questioning or written in self and peer assessment tasks.
- Evaluating learning, including through observation, questioning and discussion evidenced in reflection on progress with questioning and discussion built into the POS.
- Using the information gained from ongoing assessment to reflect on own practice to inform next steps in teaching and planning for learning evidenced in flexibility built into the SOL so that the teacher can adapt teaching & learning to suit the class and individuals, allowing reflection time and consolidation through retrieval practice.
- Providing relevant and focused feedback that actively engages learners, encourages them to take responsibility for their learning, and moves their learning forward evidenced in the use of WWW/EBI/DIRT, Teacher and Peer and AFL exercises.

Section 5 - ROLES AND RESPONSIBILITIES

The role of the Classroom Teacher is to:

- Play a crucial role in supporting the literacy and numeracy development of all learners.
- Mark and assess work regularly adhering to the policy and use AFL to support progression in line with the SOL.
- Assess work using the C for W / SoL in years 7 and 8 and KS4 grade criteria in GCSE and BTEC specifications, A Level specifications and communicate these to learners, parents and carers.
- Give feedback that enables all learners to make progress and involves learners in the process.
- Allow learners reflection time and next step activities/DIRT time to improve their work and make progress.
- Record all appropriate data and information in a suitable manner using department trackers and school data systems.

The role of the Directors of Learning and Leaders of Learning in assessment is to:

- Provide high quality leadership and management within the subject area
- Allocated faculty time is provided to discuss learners work through the use of Feedback Forums/Bright Ideas
- Be accountable for the performance of their subject teachers
- Ensure that all subject teachers follow the agreed policy for marking

- Ensure that all SoL are well written in line with the C for W/Exam board frameworks and expectations and are up to date and followed by the whole team
- Carry out Learner Book Scrutiny and quality assurance provision in the department/area
- Ensure that the focused marking tasks and AfL are clearly identified in all SOL and that all teachers adhere to these
- Quality assure the quality of marking, feedback and DIRT time and put in place actions for the department and individual staff where the school policy has not been adhered to and continue to monitor this closely
- Ensure that all learners are making the appropriate level of progress within their subject

The role of the SLT line manager is to:

- Provide high quality leadership and management to the DoLs and LoLs
- Support and monitor the performance of the DoLs and LoLs
- Ensure that the DoLs and LoLs follow school policy for Learner Book Scrutiny
- Quality assure marking and assessment in line with the Learner Book Scrutiny calendar
- Ensure that fortnightly line management meetings are adhered to



Learner Book Scrutiny Professional Learning Pathways Support for Individual Teachers.

